# Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

chool _____ Grantsville Middle _____ District_____ Tooele _____

arget Group:(whole school, entire class)_____ 7th Grade Students _____

arget Group selection is based upon the following data/information/school improvement goals: Improve the academic performance of students in econdary schools.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Activities to be Delivered in What Manner? | Resources/Staff Development Needed | Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ." | Start/End Dates | Projected # of Students Impacted |
|---|---|---|---|---|---|---|
| 7th Grade student will learn in a specific curriculum that will help them to be academically successful. | Students will effectively learn language arts. | A semester curriculum that includes one term of keyboarding and one term of reading development. | Selection of teachers.<br><br>Selection of curriculum and teaching materials.<br><br>Scheduling students<br><br>Orientation of school staff | A random ten percent sample of 7th grade students will be evaluated to determine if there has been improvement. | 2004-05 school year:<br>08-23-05 through 06-03-05 | All 7th Grade students. |

_(signature)_      __08-19-04__      __May 2004__      __Sylvan E. Jacobson__

rincipal's Signature      Date      Date of Staff Presentation      Prepared By

adapted from the ASCA National Model: A Framework for School Counseling Programs

School _____ Grantsville Middle

District _____ Tooele

| Counselor | Target Group | Curriculum and Materials Used | Start Date End Date | Process Data: Number of students affected** | Perception Data: Pre and post test, competency attainment or student data** | Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications: What does the data tell you? What can the student do with this now? |
|---|---|---|---|---|---|---|---|
| Sylvan E. Jacobson | 7th Grade students | Keyboarding text and web sight. Computer lab and portable laptop lab. Reading texts and individually selected reading material. | 1st Semester 08-23-04 through 01-17-05. 2nd Semester 01-18-05 through 06-03-05. About ½ of the students in each. | 256 - 7th Grade Students. | Student CORE CRT Testing results in Language Arts proficiency in 7th Grade compared with that in 6th Grade. | In the sample group - 26 randomly selected 7th grade students – 62% improved Reading Comprehension scores. | Although all students benefited from the reading, focus should be on those students reading below grade level. A semester or full year class will be created for these. Students acquired good keyboarding skills. This segment will continue for all students along with a term of Learning Enhancement where students will learn good study habits, etc. |

_____ (signature)

ipal's Signature

06-08-05
Date

06-02-05
Date of Staff Presentation

Sylvan E. Jacobson
Prepared By

**Include actual numbers and attach data. examples and documenta...

# CORE CRT TEST RESULTS

## LANGUAGE ARTS – READING COMPREHENSION

| Sample | 6th Grade | 7th Grade | Change |
|---|---|---|---|
| 1 | 56.6 | 63.3 | + 6.7 |
| 2 | 62.6 | 36.7 | - 25.9 |
| 3 | 78.7 | 76.3 | - 1.7 |
| 4 | 96.0 | 100.0 | + 4.0 |
| 5 | 61.0 | 62.0 | + 1.0 |
| 6 | 96.0 | 96.3 | + 0.3 |
| 7 | 91.0 | 91.3 | + 0.3 |
| 8 | 91.0 | 89.3 | - 1.7 |
| 9 | 43.0 | 50.0 | + 7.0 |
| 10 | 83.0 | 84.0 | + 1.0 |
| 11 | 91.0 | 89.7 | - 1.3 |
| 12 | 78.0 | 86.0 | + 8.0 |
| 13 | 65.0 | 49.2 | - 15.8 |
| 14 | 48.0 | 65.3 | + 17.3 |
| 15 | 52.0 | 58.7 | + 6.7 |
| 16 | 35.0 | 58.7 | + 23.7 |
| 17 | 57.0 | 84.0 | + 27.0 |
| 18 | 96.0 | 96.3 | + 0.3 |
| 19 | 52.0 | 15.3 | - 36.7 |
| 20 | 83.0 | 39.7 | - 43.3 |
| 21 | 91.0 | 87.7 | - 3.3 |
| 22 | 61.0 | 73.7 | + 12.7 |
| 23 | 43.0 | 20.7 | - 22.3 |
| 24 | 57.0 | 64.0 | + 7.0 |
| 25 | 65.0 | 83.0 | + 18.0 |
| 26 | 74.0 | 67.7 | - 6.3 |

# Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School_____Grantsville Middle_____District_____Tooele_____

Target Group:_____Selected Special Education (Resource)/Handicapped Students_____

Target Group selection is based on the following data/information/school improvement goal: The school resource department request that resource students, especially those assigned a paraprofessional, have a Peer Tutor assigned to give the student extra individual help.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ." | Start/End Dates | Projected # of Students Impacted |
|---|---|---|---|---|---|---|
| Selected Special Education/Resource students will have an improved learning environment. They will be individually assisted by Peer Tutors. | All students will have the opportunity to learn and develop skills that will help them be successful in life. | Peer Tutors will individually work with a Resource student(s) one period each school day in and out of the classroom.<br><br>They will assist the paraprofessional under the direction of Resource staff. | Selection of Resource teacher to direct the program.<br><br>Orientation and training of Resource staff and paraprofessionals.<br><br>Selection of Peer Tutors.<br><br>Training of Peer Tutors.<br><br>Three training sessions during a common period during the school day. | Academic growth of Resource Students determined by comparison of second semester grades with first semester grades.<br><br>Observation of any behavior changes.<br><br>Consider the academic growth of Peer Tutors as well.<br><br>Peer Tutor Evaluation Form<br><br>Recommendations from Resource staff. | 2nd Semester<br>01-18-05 through 06-03-05 | 6-8 Resource Students<br><br>6 Peer Tutors |

_Keith L. Davis_      _01-04-05_       _01-04-05_       Sylvan E. Jacobson

Principal's Signature       Date       Date of Staff Presentation       Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

# Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

:hool _____ Grantsville Middle _____ District _____ Tooele _____

| Counselor | Target Group | Curriculum and Materials | Start Date End Date | Process Data: Number of students affected** | Perception Data: Pre and post test competency attainment or student data** | Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data** | Implications: What does the data tell you? What can the student do with this now? |
|---|---|---|---|---|---|---|---|
| Sylvan E. Jacobson | 6 Resource students, to which paraprofessionals are assigned, needing extra individual help with their learning. | Peer Tutor program guidelines. Orientation materials for Resource staff and Peer Tutors. Peer Tutor Log books, Contracts, and Report Forms Subject textbooks and supplies | 2nd Semester 01-18-05 through 06-03-05 | 6 Resource Students 6 Peer Tutors | Peer Tutors helped their assigned Resource student(s) learn during one period each school day. | 4 of 6 Resource students improved their GPA 4 of 6 Peer Tutor's GPA improved. All involved considered the program to be mutually beneficial. Paraprofessionals were able to get required "break" periods in their work schedule. | Resource students and Peer Tutors all benefited from this program. The Peer Tutoring program will be expanded next year with more students serving as Peer Tutors and more Resource students being served. |

_____ Keith L. Davis _____ _____ 06-07-05 _____ _____ 06-02-05 _____ _____ Sylvan E. Jacobson _____

rindipal's Signature          Date               Date of Staff Presentation        Prepared By

adapted from the ASCA National Model: A Framework for School Counseling Programs        **Include actual numbers supporting conclusions

# G.P.A. COMPARISONS

| SUBJECT | 1st Sem | 2nd Sem | Change |
|---|---|---|---|
| Student A | 2.89 | 2.71 | - .28 |
| Student B | 3.78 | 3.38 | - .40 |
| Student C | 3.55 | 3.59 | + .04 |
| Student D | 3.59 | 3.74 | + .15 |
| Student E | 1.81 | 2.22 | + .41 |
| Student F | 3.96 | 3.96 | + .00 |
| | | | |
| Peer Tutor A | 3.67 | 3.62 | - .05 |
| Peer Tutor B | 3.55 | 3.68 | + .13 |
| Peer Tutor C | 2.92 | 3.55 | + .63 |
| Peer Tutor D | 3.30 | 3.50 | + .20 |
| Peer Tutor E | 4.0 | 3.86 | - .14 |
| Peer Tutor F | 2.42 | 3.41 | + .99 |

Student _____          Date _____

# PEER TUTOR EVALUATION

Time Served: (✓weeks)  3rd Term 1 2 3 4 5 6 7 8 9    4th Term 1 2 3 4 5 6 7 8 9

**Please give a brief description of your assignment(s):**

_____
_____
_____
_____
_____
_____

**What did you enjoy most about being a Peer Tutor?:**

_____
_____
_____
_____
_____
_____

**How did the students you were assigned to benefit from you tutoring them?:**

_____
_____
_____
_____
_____

**What suggestions would you make to improve the Peer Tutoring Program?:**

_____
_____
_____
_____
_____

# Utah CGP–Guidance Activities/Curriculum Mapping Action Plan 2004-2005*

School ___ **Tooele Junior High School** ___ District ___ **Tooele County School District** ___

Target Group:(whole school, entire class) ___ **Entire 8th Grade Class** ___

Target Group selection is based upon the following data/information/school improvement goals: __ **Our intention was to meet with every 8th grade student to review grades, career interests and individual student"s school goals.** __

| Intended Behavior/Result | Utah CGP Student Outcome or Desired Result for Student Learning | Activities to be Delivered in What Manner? | Resources/Staff Development Needed | Evaluation Methods (How will you measure results?) | Start/End Dates | Projected # of Students Impacted |
|---|---|---|---|---|---|---|
| Students will use strategies to achieve future academic goals and improve their study skills for future academic success. | Students were expected to set a specific learning goal. (example, to improve grades) Students were expected to list steps they were going to take to achieve their goals. (example, do an hour of homework and go to tutoring classes twice a week) | We met with small groups of 8th graders to review the goal setting activities. Later on we met with the same students individually to revise and set new goals. | Resources were obtained at our Comprehensive Guidance Workshop | Measured results were kept for all 8th grade students through their transcripts. | January 13, 2005 through June 1, 2005 | 489 students |

_Kendall M. Topham_      6-3-05      _Faculty Mtg. Jan._

Principal's Signature      Date      Staff Presentation

_K Bitters_
_Anna Gonzales_
Prepared By

ENTERED

# Utah CGP– Individual Planning: SEOP Closing the Gap Results Report 2004-2005

School____Tooele Junior High School_____District____Tooele County School District_____

| Counselor | Target Group | Curriculum and Materials | Start Date End Date | Process Data (Number of students affected) | Perception Data (Pre and post test competency attainment or student data**) | Results Data (How did the student change as a result of the lesson or activity) | Implications (What do the data tell you?) |
|---|---|---|---|---|---|---|---|
| Term Meetings Classroom Presentations Individual Conferences | Remediation students who have four or more F's from 7th grade. | Strengthening of Study Skills Where There's A Will There's and A | August 2004 through June 2005 | 39 students | Individual student transcripts | Overall improvement of GPA Some of the students improved so much that they earned the privilege of participating in the promotion ceremony will all F's made up. | Data tells us that there have been several students who have improved behavior, for example there have been changes in number of assignments turned in, therefore improved grades.Students will have a better chance of being successful at the high school. |

Kendall M. Topham
**Principal's Signature**

6-3-05
**Date**

Fac. Mtg Oct.
**Date of Staff Presentation**

Anna Gonzales  KBitters
**Prepared By**

# WHAT IS YOUR DREAM?

**Student:** ~~(redacted)~~          **Grade:** 8th

**Career Interests:** What do you see yourself doing after high school, college or some training for a job? What is your dream job?

1. Lawyer
2. Mechanic
3. Marines

**What are some of your interests: hobbies, favorite activities or subjects?**

Math, Paintballing, basketball, football

**Current School Goals:** What would you like to accomplish in school this year? This can be related to grades, attendance, behavior, relationships etc.

All A's, More H's

**What is your Specific Goal?** Example: Get good grades – get a 3.0.

Get a 4.0

**What can you do to accomplish this goal? Be specific!** Example: ½ hr. of homework each day, stay after school for tutoring twice a week etc.

1. Study every day
2. Read
3. Do homework
4. Turn in Assignment
5. Go to tutoring

**Parent Attend** ___X___          _____
              Yes              No

# HOW'S IT GOING?

**Student:** _____ **Grade:** _____ **Parent Y/N** _____

How have you progressed on your goal for school from our first meeting?
☐ Improved        ☐ Stayed the same        ☐ Declined

How much did you improve or decline? What helped or hindered your progress
toward this goal?

_____

_____

_____

**New or Revised School Goals:** If you accomplished your first goal, what else would
you like to accomplish in school this year? If you have not accomplished your goal
how would you like to revise this goal? (Be specific! Example: Get a 3.0, etc.)

_____

_____

_____

__hat can you do to accomplish this goal? Be specific! Example: ½ hr. of homework
each day, stay after school for tutoring twice a week etc.

1. _____
2. _____
3. _____
4. _____

After receiving some career lessons in class, have your Career Interests changed?
☐ Yes (a lot)        ☐ Yes (a little)        ☐ No

**Career Interests:** What are the career areas that you are most interested in?

1. _____

2. _____

3. _____

What are some steps that you can take to get to your career interests?
'tart with what you can be doing now).

1. _____        4. _____
2. _____        5. _____
3. _____        6. _____

# Utah CGP– Individual Planning: SEOP Closing the Gap Action Plan 2004-2005

School **Tooele Junior High School**          District **Tooele County School District**

Target Group:          **Remediation Students**

Target Group selection is based on the following data/information/school improvement goal:   **We have continued working with failing students from last year's 7th grade to this year's 8th grade, to help them improve their grades.**

| Intended Behavior | NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning | Activity to be Delivered in What Manner? | Resources/Staff Development Needed | Evaluation Method (How will you measure results?) | Start/End Dates | Projected # of Students Impacted |
|---|---|---|---|---|---|---|
| Improve grades and learn how to set educational goals | Effective learning habits and skills. Individual strengths and weaknesses in school subjects. Plan of Action for increasing educational skills. Continued learning enhances the ability to achieve goals. | The use of daily planners. Individual term meetings Educational goal setting and study skills Optional weekly tutoring. Make referrals for Boys and Girls Clubs | Review student Handbooks which include the planner notebook with planner pages. Counselor reviews mid terms with students. Mid terms are sent home for parent signatures. Staff training on planner use, goal setting and study strategies. | Comparison of remediation student's report cards from last year to measure improvement. | August 2004 through June 2005 | 39 |

_Kendall M. Topham_          _6-3-05_          _Fac. Mtg Oct._          _Anna Gonzales_   _K Bitters_          ENTERED

**Principal's Signature**          **Date**          **Date of Staff Presentation**          **Prepared By**

# Utah CGP– Guidance Activities/Curriculum Mapping Results Report 2004-2005*

School __Tooele Junior High School__          District __Tooele County School District__

| Counselor | Target Group | Curriculum and Materials | Start Date End Date | Process Data (Number of students affected) | Perception Data (Pre and post test competency attainment or student data** | Results Data (How did the student change as a result of the lesson or activity) | Implications (What do the data tell you? What can the student do with this now?) |
|---|---|---|---|---|---|---|---|
| Small Groups and Individual Conferences | 8th grade class | Information and materials were obtained from our Comprehensive Guidance Workshop. Goal Setting Worksheet and also The Dream Assembly | Start January 13, 2005 through June 1, 2005 | 489 students affected | Low Achievement reports were used. | There was a slight improvement from students who had failed from 2nd term to 3rd term. Next year instead of just measuring only the failing students we want sampling of all students which will include the passing students to get an overall sampling of student's improvement. | The data told us that there wasn't that much of an improvement if we are only collecting data for students who fail.<br><br>The students will be able to continue to set goals for themselves and know some steps of how to achieve their goals. |

_Kendall M. Topham_          _6-3-05_          _Faculty Mtg. January_          _Anna Gonzales / K Bitters_
**Principal's Signature**          **Date**          **Date of Staff Presentation**          **Prepared By**